



Enhancing Preparation & Certification to Increase Novice Teacher Effectiveness

Chapter 9: Adoption Level

N.J.A.C. 6A:9

N.J.A.C. 6A:9A

N.J.A.C. 6A:9B

N.J.A.C. 6A:9C

Professional Standards

New Jersey Educator Preparation Programs

State Board of Examiners and Certification

Professional Development

November 4, 2015



What We're Preparing Teachers for: An Aligned Approach to Increasing Student Achievement

ACADEMIC STANDARDS

With fewer, clearer and more rigorous standards...

PARCC

aligned assessments providing timely, accurate data...

TEACHER SUPPORT

and **stronger preparation**, meaningful evaluations, and more targeted professional learning...

Effective Teaching

we can help **enhance instruction**

Student Achievement

to **increase student achievement.**



Integrated Efforts to Support the Teacher Lifecycle

- Honored educator programs (TOY, Milken, Achievement Coaches)
- **Streamlined tenure procedures** through TEACHNJ
- New **Teacher-Leader** legislation

Retention and Separation

Recruitment and Preparation

- Higher bar for entry into a program
- More rigorous and relevant requirements, **emphasizing clinical experiences**
- New data to strengthen transparency, support, and accountability

Certification

- Significant **customer service improvements**
- Aligning certification acquisition to effectiveness

Professional Development

- **Improved mentoring** and PD requirements
- Higher education partnership grants to **support teacher induction**
- Support for **professional learning communities**

Evaluation

- 2-year pilot followed by statewide rollout of **improved evaluations** informed by TEACHNJ Act and NJ educators
- **Achievement Coaches, innovation pilot and flexibility waivers** to assist Districts with implementation



Regulatory Proposal: Active Collaboration

The Department has engaged extensively with stakeholders to address concerns and strengthen proposed regulations.

Over the past two years and more intensely in the past several months, we have engaged with stakeholders across the state. We look forward to continuing this collaboration as we support implementation. To date, the Department has met with the following groups:

- Garden State Alliance for Strengthening Education (GSASE) – including NJEA, PSA, NJACTE, AFT
- New Jersey Association of Colleges of Teacher Education (NJACTE)
- All Certificate of Eligibility with Advanced Standing (CEAS) educator prep. programs*
- All Certificate of Eligibility (CE) educator prep. programs*
- NJASA
- NJSBA
- Bilingual Advisory Committee
- CTE Advisory Group
- NJ State Special Education Advisory Council
- NJ Council of Vocational-Technical Schools,
- Advocates for Children of New Jersey
- P-3 Teacher Preparation Advisory Group
- State Program Approval Council (SPAC)
- Field Directors Forum
- College Faculty
- Accreditation Liaisons
- HR Directors, PAA
- Other state agencies

* At the request of NJACTE, the Department will now refer to what is commonly called “traditional route” as “CEAS educator preparation programs” and “alternate route” as “CE educator preparation programs.”



Progress Toward Adoption

We expanded the public comment period to ensure we heard from as many stakeholders as possible before presenting amendments at Proposal Level.

Since February 4, the Department has maximized its outreach by:

- **Delaying the original regulatory timetable** for moving from Second Discussion to Proposal Level
- **Publishing a draft set of proposed updates on May 6** to indicate the many changes being considered as a result of collaboration with stakeholders
- **Providing a second public testimony on May 20** to hear additional comments
- **Responding to over 100 comments** through the public comment and response process



Progress Toward Adoption, cont.

Collaboration over the last 2 years has resulted in an improved regulatory proposal that will raise the bar for and better support novice teachers.

Examples of significant improvements informed by stakeholders :

- **Updating the name of preparation pathways** from Traditional-Route to CEAS and Alternate-Route to CE, as well as other terminology and definitions
- **Providing greater flexibility in the clinical practice requirement** of 2 days per week to 175 hours over the first semester
- **Requiring national accreditation** for all approved providers, not just CEAS programs
- **Extending implementation** of the clinical practice year for the CEAS pathway from 2017-18 to 2018-19
- **Clarifying the role of the State Program Approval Council (SPAC)** and membership to include a specific number of representatives from each stakeholder group



Plan to Support Implementation: Providers

Our goals for implementation of these regulations is continuous support and continued flexibility.

- **Meet with all CE and CEAS providers 1:1** to discuss tailored implementation support
- **Utilize flexibility in the program approval process to:**
 - **Grant good faith extensions** as needed for *individual programs*
 - **Conditionally approve** programs for a short duration to monitor the impact of the program structure on P-12 student achievement
- **Continue attending and collaborating** with our partners (**NJACTE, SPAC, NJ Field Directors, etc**) to share best practices learned during implementation and collectively work through barriers that arise
- Provide additional support to **grantees for supporting teacher induction** through this partnership with providers and districts over the next three years
- Require approved **Teacher Performance Assessment** vendors to provide resources and tools to prepare candidates



Plan to Support Implementation: Districts

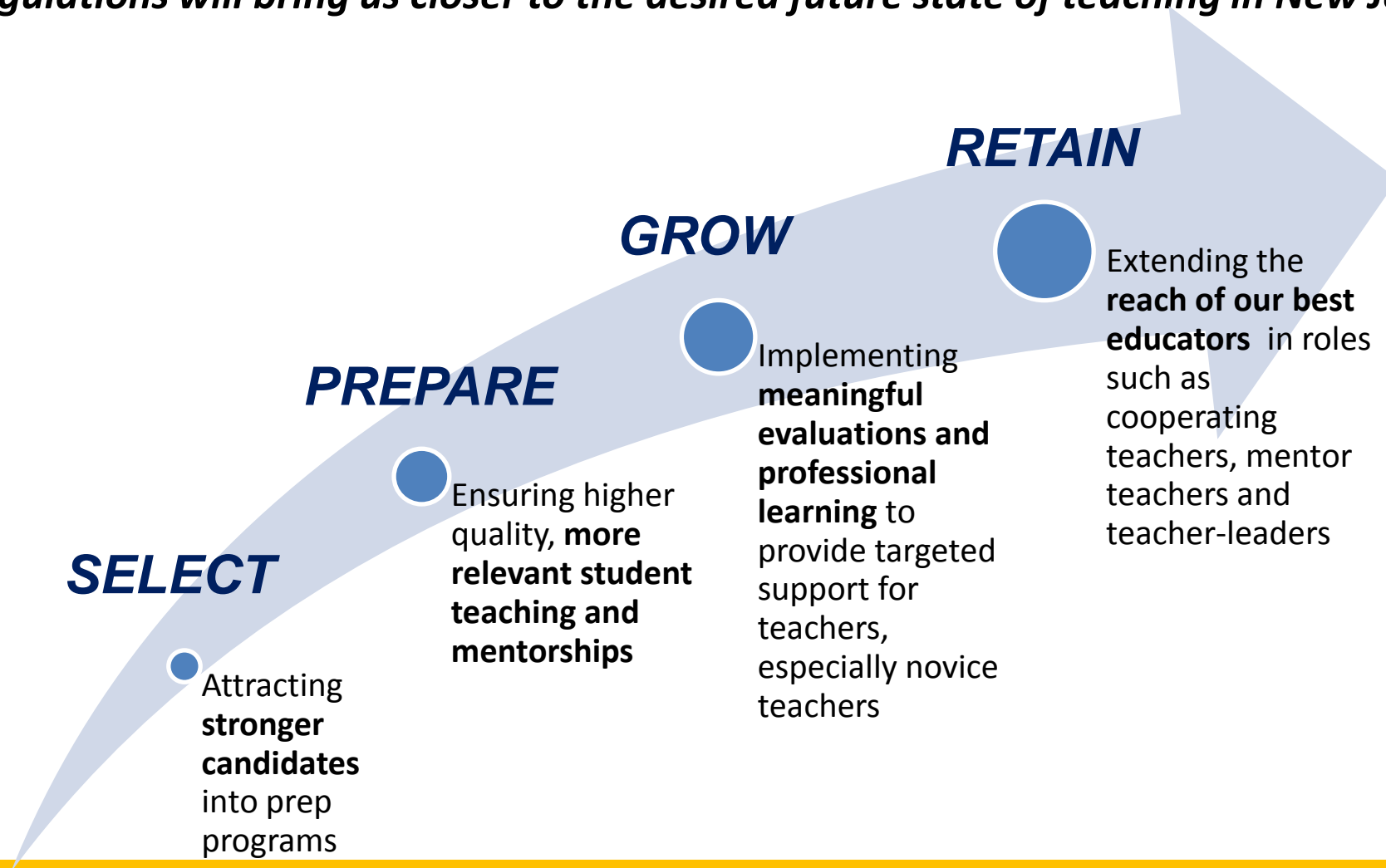
Our goals of implementation of the proposed regulations is continuous support and continued flexibility.

- **Provide a detailed guidebook for substitute** policies and procedures
- **Create a centralized system** for answering and sharing FAQ on implementation
- **Pilot a new online provisional license registration system and end-of-year principal evaluation** to simplify processes
 - We will replace the paper-based summative evaluation with the teachers' Achieve NJ evaluation to save principals time and foster alignment on teacher goals
- **Continue to attend and maintain** outreach with our partners:
 - **HR professionals** at PAA meetings
 - **SBA, ASA** meeting presentations
 - **NJEA** quarterly collaborations
- **Provide guidance on effective clinical partnerships** with preparation programs



Preparation and Certification Along a Continuum

As one important part of a comprehensive vision to support teachers, these regulations will bring us closer to the desired future state of teaching in New Jersey.





Adoption Level Amendments

Due to early and ongoing collaboration with key stakeholders, there are a few minor adoption level amendments.

Citation	Amendment	Rationale
Throughout	Correct citations and update names	Edits identified by stakeholders
9A-5.6(e)	Amend “or” to “and/or” to clarify that subject-specific coursework may continue to count toward pre-professional and/or formal instruction hour requirements for teacher shortage CE programs	Edits identified by stakeholders
9B-7.1(d)2	Delete rule that school districts must advertise a vacant position within 10 days of learning of the vacancy	Stakeholders told us this might conflict with local policies and best hiring practices; as a statutory 60-day limit still exists, the 10 day notice proposal is unnecessary
9B-7.1(f) &(f)1	Delete rule allowing Department to maintain a database of available substitute teachers	Unnecessary as Department has authority to do so already
9B-8.5(c)1	Add that CE holders with an English as a second language (ESL) endorsement who are still completing coursework toward the standard certificate may be eligible for a second renewal of the provisional certificate	Fair adjustment because CE holders with ESL endorsements must complete a CE/alternate route educator preparation program and subject-specific coursework in ESL and therefore may need additional time to complete all coursework
9C-5.2(a)4i	Add rule requiring a teacher in a school not required under TEACHNJ to issue summative evaluations to demonstrate effectiveness as determined by the teacher’s supervisor to qualify as a mentor	Allows for qualified non-traditional public and non-public school teachers to continue to serve as mentors



Appendix



Vision for Clinical Component

Proposed requirements for clinical component are designed to gradually increase candidates' responsibility in an educational setting.

	Clinical Experience Prior to Clinical Practice	Clinical Practice Semester 1*	Clinical Practice Semester 2*
Focus	<i>Connecting theory to practice by observing and assisting with student learning</i>	<i>Becoming immersed in a school setting and gradually gaining classroom responsibility</i>	<i>Demonstrating ability to lead a classroom and impact student learning</i>
Regulatory Requirements	<ul style="list-style-type: none"> Duration of 50 hours minimum prior to clinical practice Occurs in at least 2 school settings Required placement in special education setting Increases in intensity and duration throughout the program 	<ul style="list-style-type: none"> Duration of 175 hours over the course of the semester Occurs in same school setting as Semester 2 (where possible) Includes PD days with K-12 site at beginning of semester 	<ul style="list-style-type: none"> Duration is full-time for entire semester Occurs in same school setting as Semester 1 (where possible) Observation of candidates at least once every other week by clinical supervisor
Examples of Allowable Activities	<ul style="list-style-type: none"> Observing teachers Completing virtual clinical experiences Tutoring Participating in after-school activities in a K-12 or community-partner setting Participating in lunch/hallway duty Leading/co-leading small group instruction Providing 1:1 in-classroom support 	<ul style="list-style-type: none"> Leading/co-leading small group instruction Providing 1:1 in-classroom support Lead teaching/independently teaching lessons Co-teaching with an Effective or Highly Effective cooperating teacher 	<ul style="list-style-type: none"> Lead teaching/independently teaching lessons Co-teaching with an Effective or Highly Effective cooperating teacher
<i>Enables teacher candidates to experience a full K-12 school year.</i>			

*Clinical Practice semesters could be completed Spring or Fall.